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ABSTRACT

This booklet proposes four actions that school leaders, particularly school district superintendents, can take to promote simultaneous improvement of educator education and public schools. The proposed actions are that school leaders: (1) make preservice education a true priority; (2) cooperate in establishing partner schools that serve as professional development schools; (3) make professional development a high priority; and (4) work with various constituents to encourage bold curriculum and instruction innovations in preservice education and professional development. Particular steps may include collaborating with parents, administrators, teachers, community members, and higher education institutions to set policies and goals related to school district involvement in educating educators; actively participating in recruiting and selecting students for preservice teacher education; enrolling preservice students in cohorts and assuring that minority students are included in the cohorts; supporting substantive school/college collaboration; developing support among parents, unions, and policy-making bodies, such as school boards and legislatures; allocating funds and other resources to assist in improving the education of educators; creating centers of inquiry; and helping university faculty and administrators understand school culture. The recommendations included in this booklet were drawn, in part, from conversations with superintendents from some of the 16 settings in the National Network for Educational Renewal and from other districts. (IAH)

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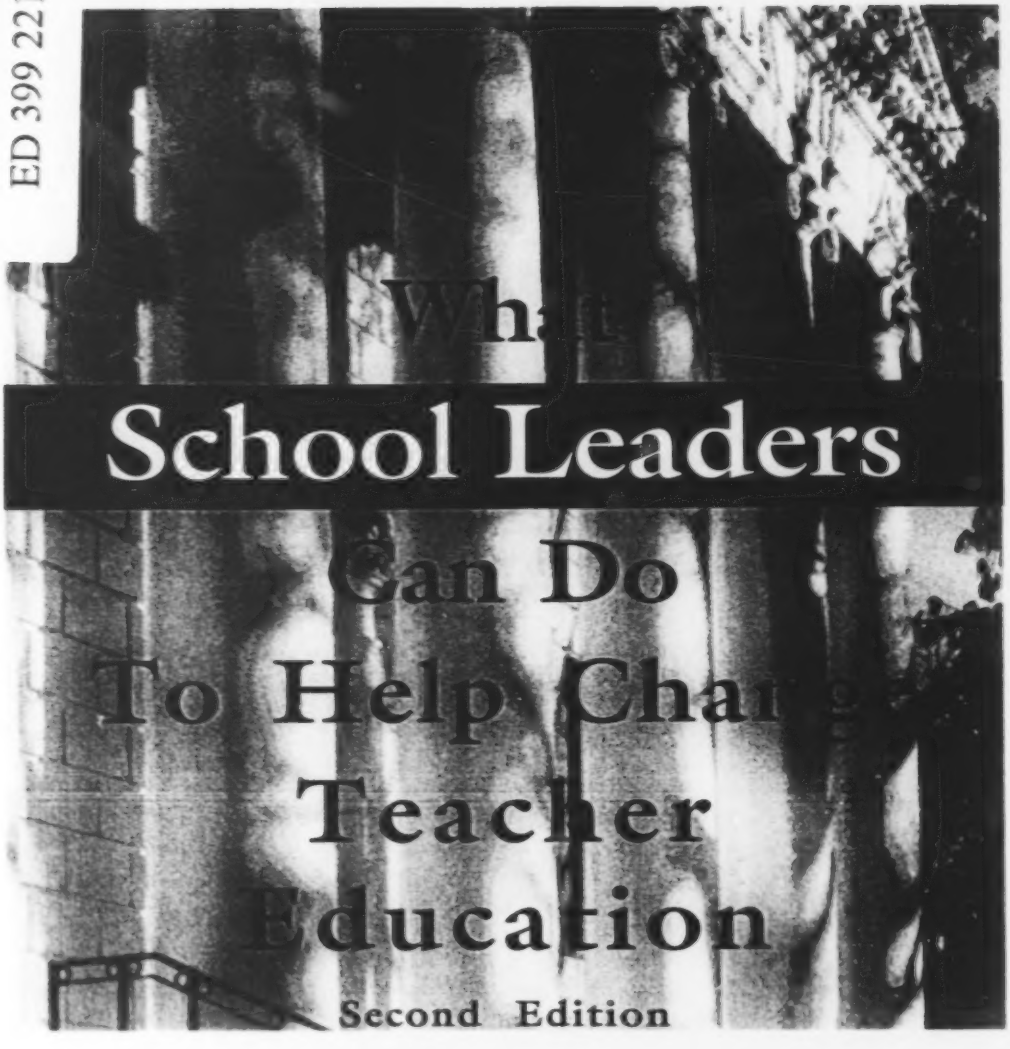

What School Leaders Can Do To Help Change Teacher Education

Second Edition

by Richard W. Clark

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AACTE Forum Series

What School Leaders Can Do To Help Change Teacher Education

Second Edition

by Richard W. Clark
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The issuance of John I. Goodlad's book, *Teachers for Our Nation's Schools*, was a milestone in the continuing dialogue on reform in teacher education. Accompanying that volume were four guides to illustrate specific actions for renewing the education of educators simultaneously with reforming the nation's schools. The guides grew out of a project, Advancing the Agenda for Teacher Education in a Democracy, sponsored by the American Association of Colleges for Teacher Education, the Center for Educational Renewal at the University of Washington, and the Education Commission of the States. The four guides were:

What Business Leaders Can Do To Help Change Teacher Education
What College and University Leaders Can Do To Help Change Teacher Education
What School Leaders Can Do To Help Change Teacher Education
What State Leaders Can Do To Help Change Teacher Education

Now, halfway through the decade, these booklets have been revised and are being issued to provide support to those engaged in the continuing effort to strengthen teacher education in the country.

The production and printing of the AACTE Forum Series were underwritten by a grant from the SBC Foundation (formerly Southwestern Bell Foundation).

The opinions, conclusions, and recommendations expressed in this guide do not necessarily reflect the views or opinions of the American Association of Colleges for Teacher Education. The AACTE does not endorse or warrant this information. The AACTE is publishing this document to stimulate discussion, study, and experimentation among educators. The author was encouraged to express her judgment freely. The reader must evaluate this information in light of the unique circumstances of any particular situation and must determine independently the applicability of this information thereto.

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Special thanks are also due to Roger Soder of the Center for Educational Renewal for his assistance in preparing both versions.

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Advancing the Agenda for Teacher Education in a Democracy

The nation's educational system is at a critical juncture, with a rare opportunity at hand. During this decade, many teachers will retire or switch careers. Schools will hire two million new teachers to fill these vacancies. How they are prepared, selected, and inducted into teaching will be crucial to the success of school reform. Likewise, many professors in both liberal arts and education will retire. Colleges and universities also can further school reform by appointing faculty who will work toward teacher education renewal.

Reforming schools and reforming teacher education must proceed simultaneously. One cannot have good schools without good teachers. Conversely, teachers must learn how to teach in good schools. At present, neither the schools nor the teacher education programs are good enough.

Ideally, America's elementary and secondary schools should assure that all of the nation's young people will learn to think clearly and critically, live honorably and productively, and function effectively in a social and political democracy. In reality, the schools fall short of the mark.

Many people are offering myriad solutions to the problems they see with America's schools. But they must realize that the schools will not change until teacher preparation programs change.

If schools are to achieve their promise as institutions of a democracy, they must be staffed by teachers who are well-educated, who clearly understand their moral and ethical obligations as teachers in a democratic society, who have a solid grounding in the art and science of teaching, and who take seriously their responsibilities as stewards of the schools. If schools are to have such teachers, then teacher education

must undergo serious renewal in tandem with the reform of public schools.

Long-term school reform depends on having all teachers in a school working together, constantly reviewing and improving the whole. Most teacher preparation programs do not provide systematic training in consensus building or experience in working as a team with administrators and parents to improve the overall school. Preparation programs focus on work in individual classrooms, not on school reform. Yet, school reform is in trouble unless teachers learn to see beyond the limited horizon of the classroom.

Better Teachers, Better Schools

We are talking about a new way of preparing teachers that necessitates good schools in order to have better teachers so that in turn we can have better schools.—John I. Goodlad, director, Center for Educational Renewal, University of Washington.

A blueprint for the simultaneous renewal of schools and the education of educators is put forth in John I. Goodlad's latest books, *Teachers for Our Nation's Schools* and *Educational Renewal: Better Teachers, Better Schools.* Using surveys, interviews, and visits to representative colleges and universities with teacher education programs, Goodlad and his colleagues have gathered a formidable amount of data on the teacher education enterprise. *Teachers for Our Nation's Schools* presents Goodlad's conclusions and summarizes the richness and depth of this five-year study, the largest ever on the subject. *Educational Renewal* provides additional explication of some of the basic concepts introduced in the first book, focusing particularly on key relationships which need to be built among teacher educators, arts and science faculty, and school-based educators.

In his writings, Goodlad raises serious concerns about

- the nation's changing demographic and economic conditions that are creating new expectations for teachers and schools in a democracy,
- the inadequate way teachers are being prepared,
- the neglect suffered by teacher education, and
- the state's tendency to over-regulate this professional preparation program.

The following conclusions are examples of those reported by Goodlad. They illustrate why a tremendous amount of commitment, energy, creativity, and support will be required to revitalize teacher education.

Conclusion: Teachers do not know enough to teach about the responsibilities of living in a democracy.

The schools have a moral imperative to enculturate the young into a democracy and to instill in them the disciplined modes of thought required for effective, satisfying participation in human affairs. Goodlad argues that it is fundamental for all students to learn what democracy is, how it works, and what their responsibilities are for full participation.

Teacher education programs, however, pay scant attention to helping prospective teachers develop an understanding of democracy in the broadest sense of the word and what it means to teach students their moral and intellectual responsibilities for living in a democracy. Nor do teacher education programs devote systematic attention to the means by which all students can be provided the intellectual tools for participating broadly in the human conversation.

Conclusion: Colleges and universities provide little sustained commitment to teacher education.

College presidents rarely consider teacher education a priority for themselves or their institutions, Goodlad reports. Many teacher education programs are tolerated merely because of economic or political expediency. These programs often have no organizational identity, no faculty with decision-making authority, and no constancy of budget and personnel. Faculty are penalized for involvement in teacher education by the current reward structure which tends to value scholarship resulting in publication over scholarly work in the field.

College and university leaders must embrace their social responsibility and strive to fully fund and support, actively promote, and vigorously advance their teacher education programs, according to Goodlad, or they must quit the business of preparing teachers. The president must establish a clearly identifiable group of academic and clinical faculty, drawn from the college and from elementary and secondary schools, and give this group the authority and responsibility for the teacher education program and its students.

Conclusion: The undergraduate curriculum is inadequate for prospective teachers.

Teachers should be among the best-educated members of society. In reality, the study of the education of educators revealed that their

general education consists of disconnected courses in arts and sciences. (These are the same courses that all other students take and that have been heavily criticized as inadequate in recent years.) These courses are followed by more disconnected courses in an academic specialization, methods courses for teaching, and field work and student teaching in local schools. Typically, these courses bear little relation with each other or with what has preceded or will follow.

The curriculum also must address how teachers, working with colleagues, administrators, parents, and community leaders, can continually renew their schools.

New curriculum. Goodlad recommends a new curriculum for prospective teachers to include:

- a pre-education sequence, much like pre-med for doctors, giving students a solid, coherent academic foundation, a sophisticated understanding of democracy, and an introduction to the art and science of teaching what they are learning;
- a professional education sequence for the study of learning, teaching, and schooling; and
- postgraduate sequence of well-supervised practice in clinical schools where ongoing assessment and renewal are standard practices.

The curriculum must be sequenced thoughtfully, with elements deliberately integrated to enable students to see the relationships across disciplines and between academics and teaching. The curriculum also must address how teachers, working with colleagues, administrators, parents, and community leaders, can continually renew their schools.

Clinical schools. Goodlad believes a wide variety of laboratory settings and exemplary schools must be available to teacher education students for observation, hands-on experiences, internships, and residencies. Clinical arrangements demand close collaboration between the schools and the university, and clearly delineated connections between class work and field work. For a school to qualify as a clinical site, its

teachers and administrators must demonstrate their willingness to engage in constant, critical review and renewal of the school's structure and performance. The number of students admitted as a cohort to the teacher education program must not exceed the number of available positions in partner schools which serve as clinical settings.

Conclusion: Socialization of new teachers tends to reinforce the status quo.

During student teaching and during their first few years of work, new teachers may be charged with idealism and committed to making improvements, but they are likely to have little impact. New teachers face the tyranny of the status quo: We've always done it this way, or "Welcome to the real world," or "Forget all that nonsense they taught you in Ed School." The message is to fit in. Discouraged and disillusioned, many teachers quit; half leave the profession within five years. Of those who remain, many become isolated, trying to do the best they can in their individual classrooms.

Conclusion: Because of shortages, some states allow teachers to become certified through questionable shortcut programs.

To meet shortages, state officials are turning to shortcut preparation programs because they are cheap and quick, but these programs have serious disadvantages. The novices prepared in shortcut programs are the greenest of greenhorns with respect to teaching. Their baccalaureate coursework, often completed many years ago, was just as fragmented as that of teacher education graduates, and the former have even less knowledge of how to teach, of teaching in a democracy, and of working collaboratively to improve the schools. In addition, their student teaching has occurred in the very schools that everyone has condemned as ineffective. Those who would make mentoring with experienced teachers the primary basis of professional preparation for beginning teachers are, in effect, reinforcing the problems endemic to the status quo.

Goodlad insists that state certification policies must strongly support teacher education programs without unwarranted intrusions. "Programs must be free from curricular specifications by licensing agencies and restrained only by enlightened, professionally driven requirements for accreditation," he writes. In addition, programs

"must be protected from the vagaries of supply and demand by state policies that allow neither backdoor 'emergency' programs nor temporary teaching licenses."

The Task Ahead

Despite the achievements of the school reform movement, schooling in America is still in serious trouble. Goodlad's recommendations in *Teachers for Our Nation's Schools and Educational Renewal* offer hope. By linking school reform with reform of the education of educators, the chances are substantially increased for lasting improvements in schooling.

Creating the kinds of schools the nation needs and educating the kinds of teachers those schools necessitate a tremendous amount of work during the next two decades. The successful simultaneous reconstruction of teacher education and the schools will require diligence, resources, and patience. Of greatest importance will be the ability and willingness to think clearly and to stay the course. Faced with a tough and sometimes politically risky job, some will be tempted to look for easy remedies, quick fixes that involve less risk, less time, and fewer resources. But, all concerned must avoid the easy way out.

Leaders in schools, colleges and universities, states, and businesses are encouraged to join Goodlad's and other educators' efforts to advance the agenda for teacher education in a democracy. During the first half of the 1990s, university and school educators from 16 settings in the National Network for Educational Renewal (NNER) have been engaged in this work. School superintendents from some of these settings and from other districts in the country met in April 1995 to assess progress being made and to identify steps that could be taken by their colleagues to continue the work. This booklet, drawn in part from the conversation of these superintendents, provides a brief call-to-action for school leaders. Suggestions for leaders in other fields are addressed elsewhere.

What School Leaders Can Do to Help

It's working. We have the partner schools in place. We have college of education professors in the schools. We have teachers teaching methods courses in the public schools. We have arts and science people involved in the schools....A new superintendent—he or she could not survive without being involved in this enterprise.—Steve Baugh, superintendent, Alpine School District, Utah

Concerned school leaders stand ready to make a commitment to restructuring preservice teacher education. They are aware of the growing need for new teachers because of the increasing numbers of teachers retiring or opting for new careers. They are aware of the reluctance to invest the necessary resources in upgrading educator preparation programs.

They are aware that traditional teacher education programs cannot fill their needs for new teachers, especially minority teachers. They see that too many new teachers do not understand the diversity of students in today's schools. Far-sighted school leaders understand that the shortcomings of preservice programs force them to provide different kinds of inservice education programs.

Concerned school leaders are exploring ways they can become partners with colleges and universities in the preservice preparation of future educators. They reject outright the idea that a professional preparation program can operate without a valid field experience, and they recognize that the few remaining laboratory schools, while providing exemplary settings for practical training, are too few to prepare the number of new educators they will need and too selective in populations to provide representative student bodies. They also see the need to link reforms in preservice education with continuing education.

> *Teacher education is a major piece of the school reform agenda. It helps build the organizational culture that is conducive to renewal.*
>
> —Tim McCormack, superintendent, Gorham, Maine.

Concerned school leaders can make a real difference in the education of educators.

1. Make preservice education a true priority.

Lip service to the education of educators will not achieve the results to satisfy the urgent need for well-prepared future educators. School leaders must demonstrate their commitment through actions. K-12 and university leaders should form a partnership—a single, integrated team.

School leaders must, for example, adopt policies and goals, hire and develop the staff needed to follow through and demand higher quality programs for teacher candidates.

> *In the St Louis area, we have a partnership between a suburban university called Maryville University, a suburban school district, Parkway; an urban college, Harris-Stowe; and the St. Louis schools. The faculties of both the universities and the schools work together to try to develop a common knowledge base with respect to the principles of effective teaching and learning and they have tried to develop a common framework for addressing the redesign of teacher education.*
>
> —Don Senti, former superintendent in Parkway School District, Missouri; now superintendent in Clayton, Missouri.

Set policies and goals. It is incumbent upon school leaders, first, to take a stand and set policy that makes teacher education a priority for the school or school district; and second, to hold the institution accountable for the quality and support of the program.

School leaders can set up a task force composed of administrators, teachers, and community members including parents to examine the current district role in educating educators. Whenever possible, this task force should function in conjunction with partnership arrangements between the local school district and one or more institutions of higher education. The task force should produce policy recommendations for school board action and for provisions in collective bargaining agreements where these may need modifying. The task force also should recommend district goals for implementing general policies and strategies, and set timelines.

> *We have an example in Washington state where the University of Washington has actually changed their teacher preparation program based on input from the field. It has created a new environment where the university does not come and lecture to the schools but rather they come as partners in asking what can we do differently that will help prepare teachers for the kinds of classrooms you are trying to create in your school district.*
> —Don O'Neil, former superintendent in Bellevue, Washington; now superintendent, Liberty County, Georgia.

Actively participate in recruiting and selecting students for preservice teacher education. Recruitment of future teachers requires a change from the usual passive receiver role characteristic of most district involvement in preservice teacher education programs. School leaders should undertake the tasks of recruiting and selecting prospective teachers with the same care and zeal used for acquiring teachers during times of shortage.

Enroll a cohort of students. District leaders must insist that teacher education programs enroll their students as a cohort—a group of individuals who learn from each other, as well as from their professors and mentors.

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> *We do need to increase the number of minority teachers who are going to be prepared to go into our classrooms and teach our students.*
>
> —Mona Bailey, former deputy superintendent, Seattle, Washington.

Assure the presence of minorities in these cohorts. District leaders should follow the lead of forward-thinking communities that have programs to identify future teachers while they are still in high school, and to provide structured activities for them that continue through college.

> *We found that as some of our aides and others were moving on to colleges they continued to drop out so we talked with two of the universities and five other districts and developed an aide-to-teacher program so we could get a lot of our second language aides into the teaching profession.*
>
> —Ken Moffet, superintendent, Lennox, California

Support teachers, principals, and central administrators who engage in collaboration with college faculty in planning innovative teacher education programs. (The corollary is that colleges must support those from districts who take such risks.)

Merely creating a joint committee between schools and colleges or universities or assigning an administrator duties as liaison to the college is not enough. More specific supportive activities include the following.

> *As we work together, the roles and the turf kind of fade away when we really focus on what children need to function well in a democratic society.*
>
> —Wilma Smith, former superintendent, Mercer Island, Washington

Help school faculty and administrators understand the university culture. Teachers and other school district educators need to understand the promotion requirements, norms of inquiry, and other cultural characteristics of higher education if they are to engage in effective collaborative planning with faculty and administrators from colleges.

Help university faculty and administrators understand school culture. College faculty tend to talk down to the professionals who work in schools. District leaders should take the initiative and create forums in which school and university faculties engage in dialogue among equals. Sessions that focus, for example, on the tasks of helping children learn in a classroom setting are the kinds of conversations in which teachers and professors quickly discover that each has a bank of knowledge and a perspective that is of value to the other.

Make support known. School officials must make their support for strengthening teacher education programs known to the university's administrators and regents as well as to the legislators who set priorities.

Demand higher quality programs for teacher candidates and work collaboratively toward that goal. Complaining to each other that colleges are not producing good teachers is an unlikely way for school district leaders to produce a positive change in the education of educators. Forceful demands for improvements must be made. School district leaders can make their demands known by applying leverage in ways such as:

- Hiring selectively.

  When hiring, district leaders must give primary attention to candidates who finish education programs that respond to the current needs for professional education. Conversely, leaders must reject candidates from unsatisfactory or marginal programs.

- Engaging selectively in field placements.

  When poor programs request use of schools in a district for clinical settings, they should be denied access.

- Insisting on significant participation in determining the shape of preservice programs.

  School leaders should be among the members of the groups which make basic decisions concerning the direction of preservice programs.

> *The student teaching experience has the greatest impact on the way the teacher teaches and yet that is the most neglected part of a neglected enterprise.*
>
> —John I. Goodlad, director, Center for Educational Renewal, University of Washington

2. *Cooperate in establishing partner schools that serve as professional development schools.*

A partner school should be seriously engaged in developing itself into an exemplary setting, both for educating children and for educating teachers and other educators in preservice and professional development programs. A partner school should be a place where reflective practice is the norm and where professionals understand the moral dimensions of teaching.

In cooperation with colleges and universities, school district leaders must be willing to designate some of their schools as partner schools that serve as professional development schools and to work collaboratively with the colleges to make these schools viable institutions for teacher education. The following should be considered in developing such schools.

Identify partner schools as a key district responsibility. Partner schools must be seen as legitimate district functions, not as independent agencies or as laboratory schools loaned by districts to colleges and, thus, beyond the influence of local constituents.

> *There are student teachers in cohort groups placed on a number of our campuses giving those students an opportunity to really get a true experience in how to teach in an urban setting.*
>
> —Bertha Pendleton, superintendent, San Diego Unified School District, California.

Be selective in providing field experiences. School officials must seriously consider limiting their involvement with

field placement of preservice teacher candidates. Specifically, school officials should accept only as many student teachers as space in the partner schools they develop with the university center allow and bring them into the school as a cohort. Also, school officials should insist on helping to select the students.

Create centers of inquiry. Partner schools must be schools where teachers actively engage in critical inquiry. Prospective teachers should see practicing professionals engaged in research concerning issues important to teaching and learning. Educators in these schools should be habitual, critical users of current research and be grounded in historical and philosophical thought in both their discipline and education.

Develop the entire school as a center of renewal. Partner schools must operate on the premise that the entire school—not just the master teacher with whom a student teacher works—helps shape a new professional.

Hire and develop faculty and select cooperating teachers. Teaching an adult differs from teaching a child. Teachers who not only understand effective teaching practices but also are skilled adult educators must be selected to work in professional development centers. To secure the personnel for this educational assignment, school district leaders must create position descriptions and conduct recruitment efforts with the added requirement that applicants know about adult development. If district leaders choose to use an existing school as a partner school, they will need to make sure the center's personnel have the skills and knowledge necessary for the newly assigned tasks or provide an education program for faculty and staff.

Allocate funds. School leaders should be prepared to use district resources to assist in improving the education of educators. Assistance may require, for example, significant contributions to the salaries of school personnel engaged in teacher or administrator education programs, and it may include providing paid internships and other paid experiences for prospective teachers. Experience to date suggests that time free of other duties is essential for teachers working with preservice education and professional development. Such time can ensure success but costs money, whether in the form of release from teaching duties at specific times or a lightened teaching or administrative load to allow staff to oversee some aspect of the program.

> *The notion of a partner school where increased resources go to two or three schools, they are not spread over perhaps 15 to 20 schools but in two or three, has caused some interesting questions and challenges with our board of education. Board members who represent a school where there would be increased resources are pleased. Board members who represent schools not receiving those resources have many, many questions. So we have educated our board that there is something in this for everyone.*
>
> — Steve Baugh, superintendent, Alpine School District, Utah.

3. Make professional development a high priority.

Partner schools and other district efforts need to focus on professional development as well as preservice education.

Continuing education opportunities linking district professionals with their colleagues on the university campus should occur. These sessions must go beyond the traditional university orientations for mentor teachers to focus on developing knowledgeable teams from both settings.

> *We've been able to come up with some school-based inservice programs where we have staff development occurring and that staff development involves not only collaboration with the university, but also it involves simultaneous renewal as a faculty.*
>
> —Roland Chevalier, superintendent, St Martin's Parish School District, Louisiana.

Professional development should be built around the needs of the students and teachers in the schools. School district leaders should stop relying so heavily on prepackaged inservice programs. Prepackaged inservice education programs do not reflect reasoned assessment of the needs of schools by the professionals working in those schools. Usually such programs result in professionals being pulled from one fad to another.

Instead of relying on packages, professional development should build on the partnerships between the universities and schools to advance educators' capabilities.

In the Colorado partnership, we have worked hard for 10 years. We have a partnership which now includes five institutions of higher education, the state community college system and 11 school districts in the Denver Metropolitan area...We are looking for unique opportunities to bring people together that are mutually satisfying. We have National Science Foundation Grants that have brought university and school district faculty members together. We have one partnership effort under way with the American Council of Learned Societies that is helping us focus renewed effort on the knowledge that teachers need in their K-12 classrooms in their subject areas. The university arts and science's faculty are working closely with them and it really is reinvigorating both the university instructional program and the school district.
—Dean Damon, superintendent,
Boulder, Colorado.

Professional development should emphasize reflective practice. Instead of generic teaching models that offer quick instructional solutions, district leaders must shift their support to the development of faculty and administrators who engage in critical inquiry regarding their professional practices.

The school district central office should encourage people in these partner schools to be reflective in their practice but also to be thinking...outside the box. We give the schools encouragement to be informed risk takers.
—Don O'Neil, former superintendent of
Bellevue, Washington Schools; now
superintendent of Liberty County, Georgia.

> *When we launched the work of looking at special education and inclusion this was a brand new kind of idea and a whole new set of skills needed...we wouldn't have been able to make it as far as we have without the university linkage. The university is working with our teachers and working in teams to develop the kind of staff development strategies and the new teaching strategies our teachers need.*
>
> —Bertha Pendleton, superintendent, San Diego Unified School District, California

Professional development should build multiple skills. The key is to assure that teachers are skilled in many teaching methodologies and approaches to enable them to use strategies appropriately. The following examples all have a place in district inservice programs: cooperative learning, Socratic questioning, coaching of students, whole-class discussions, the use of case studies, simulations, teacher and student role playing, story telling, technology, writing across the curriculum, and problem-solving techniques. Building multiple skills also means preparing teachers to adapt to the teach students with diverse needs.

> *In a collaborative way, we are focusing specifically on those students in the middle. Therefore we are servicing a population that many of us forget about.*
>
> —Diane Scott, superintendent, Allentown, Pennsylvania

Professional development also has to respond to particular needs facing school districts. One superintendent, Ken Moffet of Lennox, California, observed that in his area there was much duplication of effort concerning staff development related to teachers use of technology. He commented, "We were all doing little bits and pieces—it was very expensive. Now the universities are working with us to develop staff development programs."

4. School leaders need to work with constituents.

Leaders must work with their varied constituents to encourage bold deviations from the norm in curriculum and instruction in preservice education and professional development. This task may include establishing policies, providing training, and disseminating information so that teachers, parents, and students are assured that the quality of classroom instruction will be enhanced by a school's becoming a professional development center.

> *In the Colorado partnership we have worked closely with some legislative leaders because the nature of the legislature's interest in teacher education and licensing has changed pretty dramatically in our state in the last three years. For instance, we are having a spring conference with legislative leaders, union leaders, university presidents and deans, and superintendents.*
> —Dean Damon, superintendent,
> Boulder, Colorado.

Develop support among policy-making bodies including the school board and the legislature. Board members may need help in understanding why engagement with teacher education is essential to the local school district. Legislators may need help in understanding why teachers must be educated right.

Develop union support. District leaders should take the initiative in working with the organizations representing their professional employees to assure that union leaders are committed to the collaboration. To accomplish this, district leaders must engage union leaders early and continuously in discussions.

Develop support among parents. Parents may fear that their children's education will suffer if the district expands its efforts in the education of educators. Involving parent leaders early and continuously in discussions and establishing continuing information programs should help parents understand that well-constructed programs will benefit their children. District

leaders also should consider having parent representatives on collaboration committees.

Progress Is Being Made

The needs are great, but progress already is being realized. Throughout the country, school district leaders are recognizing their role and beginning to act. In the National Network for Educational Renewal, school districts are pairing with colleges and universities to create partner schools. In the 16 settings of this network, 100 school districts have joined 20 five universities and created nearly 300 partner schools. In many of these settings, preservice candidates are experiencing their training as members of cohorts. Arts and science faculty are engaging directly with the partner schools. Decision-making structures called centers of pedagogy are being created which include school and university educators. The results thus far are highly promising for improved learning, but there is much work to be done.

Call for Action

Teacher education is the most neglected enterprise we have today.—John I. Goodlad, director, Center for Educational Renewal, University of Washington.

All children will benefit if school leaders develop partnerships that assure effective school-university commitment to improving preservice and professional development for educators. While progress is being made, the task of dramatically improving the education of educators in this country is not an easy one.

> *As we enter into this process, there are mistakes. There is confusion. There are questions. Occasionally there is anger and frustration; faculty member to faculty member—parent to school. The district office, central administration, provides support, provides in some ways protection. Provides a framework—a setting—wherein a school can embark on this renewal process... If, at the first cloud on the horizon, the district pulls the support we set the agenda back 20 years. It's not fair.*
>
> —Steve Baugh, superintendent, Alpine School District, Utah.

School district leaders must make a deliberate and sustained commitment to the actions outlined here to restructure the education of educators. School leaders will need to decide what actions are most appropriate for their schools and communities, set goals, and assign responsibilities so

that progress is not left to chance. When there are difficulties, as inevitably there will be, school district leaders must persist in their support for better teachers in order to have better schools.

Resources

For more information on the education of educators and what school leaders can do, please contact:

- Roger Soder, associate director, Center for Educational Renewal, College of Education, University of Washington, Seattle, WA 98195, tel: 206/543-6230.
- David G. Imig, chief executive officer, American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186, tel: 202/293-2450.
- A 30-minute, VHS format videotape, "What School Leaders Can Do to Help Improve the Education of Educators," may be obtained for $25 from the Center for Educational Renewal, College of Education DQ 12, University of Washington, Seattle, WA 98195. The tape includes a discussion featuring John Goodlad and a group of school leaders.
- Directors in any of the 16 NNER settings listed below are also available as resources:

  BYU Public School-University Partnership, Provo, Utah.

  California Polytechnic State University, San Luis Obispo, California

  Colorado Partnership for Educational Renewal, Denver, Colorado

  Connecticut School-University Partnership, Storrs, Connecticut

  Miami University, Oxford, Ohio

  New Jersey Network for Educational Renewal at Montclair State University, Upper Montclair, New Jersey

Metropolitan St. Louis Consortium for Educational Renewal, St. Louis, Missouri
South Carolina Collaborative to Renew Teacher Education, Columbia, S.C.
Texas A&M University, College Station, Texas
Hawaii School-University Partnership, Honolulu, Hawaii
Southern Maine Partnership, Gorham, Maine
University of Texas at El Paso, El Paso, Texas
University of Washington, Seattle, Washington
Wyoming School-University Partnership, Laramie, Wyoming
Wheelock College, Boston, Massachusetts
Wright State University, Dayton, Ohio

Goodlad, John I. 1990. *Teachers for Our Nation's Schools.* San Francisco: Jossey-Bass.

Goodlad, John I. 1994. *Educational Renewal: Better Teachers*, Better Schools. Jossey-Bass.

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